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STATUS OF ELEMENTARY SCHOOL GUIDANCE PILOT PROJECTS IN NEW YORK STATE. A FIRST YEAR REPORT.

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ELEMENTARY SCHOOL GUIDANCE PILOT PROJECTS STRESSING THE DEVELOPMENTAL-PREVENTIVE APPROACH TO ELEMENTARY SCHOOL COUNSELING ARE PRESENTED FOR EVALUATION. ALTHOUGH GENERAL GOALS WERE ESTABLISHED, EACH PROJECT WAS TO EXPERIMENT IN DEVELOPING ITS OWN SPECIFIC OBJECTIVES, PRACTICES, PROCEDURES, AND EVALUATIVE TECHNIQUES. SOME 34,592 CHILDREN FROM A VARIETY OF SOCIO-ECONOMIC, NATIONAL, AND ETHNIC GROUPS ARE REPRESENTED IN THE 30 SCHOOL DISTRICTS AND TWO CAMPUS SCHOOLS OF THE STATE UNIVERSITY OF NEW YORK PARTICIPATING IN THE PROJECT. A SYNTHESES OF THE DIFFERENT PROGRAM OBJECTIVES AND THE SPECIFIC ACTIVITIES DEVELOPED FOR PUPILS, PARENTS, AND STAFF MEMBERS ARE PRESENTED. THE FOUR CASE STUDIES DEMONSTRATE SOME OF THE DIFFERENT APPROACHES USED. THESE PROGRAMS ARE AN EXAMPLE OF IN-SERVICE EDUCATION, URBAN ELEMENTARY SCHOOL GUIDANCE, SUBURBAN ELEMENTARY SCHOOL GUIDANCE, AND RURAL ELEMENTARY SCHOOL GUIDANCE. (CG)

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Status of ELEMENTARY SCHOOL GUIDANCE PILOT PROJECTS *in New York State*

A FIRST YEAR REPORT

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STATUS OF ELEMENTARY SCHOOL GUIDANCE PILOT PROJECTS IN NEW YORK STATE

A FIRST YEAR REPORT

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FOREWORD

Many individuals within the elementary school strive to attain the goal of individualizing education for the pupils. Although this effort is a shared one, it seems that guidance and counseling in the elementary school are capable of making a unique contribution. The idea of providing guidance for elementary school children is not new, but only a relatively small number of school districts have employed a guidance counselor to perform this function.

In 1964 with the passage of ammendments to NDEA, Title V-A, added financial support became available for the development of programs in elementary school guidance. Subsequently, New York State revised its "State Plan" for NDEA, Title V-A to take this new opportunity into account.

The philosophy which underlies the Revised State Plan stresses the developmental-preventative approach to elementary school guidance. It is concerned with all pupils and is structured around the concept of identifying their needs and providing services and resources which will effectively meet these needs. The child is not seen in isolation but rather there is conscious effort made to involve parents, school staff members, and community agencies in the program.

This bulletin has been prepared by the Bureau of Guidance for the purpose of summarizing the status of elementary school guidance pilot projects which were conducted during the 1965-1966 school year under the Revised State Plan. It was written by Miss Helen Bickel, Assistant In Education Guidance, under the supervision of Miss Elizabeth Ewell, Supervisor in Education Guidance.

P B Langworthy

Philip B. Langworthy
Assistant Commissioner for Pupil Personnel
Services and Continuing Education
January 1967

Status of Elementary School
Guidance Pilot Projects in New York State

A First Year Report

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I. INTRODUCTION

In an attempt to investigate and demonstrate how the goals outlined in the Foreword could be met most effectively, a network of elementary school guidance pilot projects was established throughout New York State. The responsibility for the development of these pilot projects was shared by the Field Services Section and the Resource Services Section of the Bureau of Guidance. General goals were established to guide the growth and scope of the pilot project programs. These goals were:

The establishment of new programs in guidance at the elementary school level,

Experimentation with and development of objectives, guidance approaches and practices, organizational and administrative policies and procedures relevant to this area,

Evaluation of the effectiveness of varying elementary school guidance emphases, approaches and personnel assignments,

Development of sound orientation procedures for pupils, staff and community relative to the introduction of programs at this level,

The determination of specific problem areas encountered in introducing such programs.

The foregoing goals stressed the experimental nature of the program in developing specific objectives, practices, procedures and evaluative techniques in elementary school guidance. Thus, although some framework was formulated for pilot projects, flexibility was seen as a necessary corollary to experimentation. School districts throughout New York State were encouraged to develop and submit project proposals which utilized the general goals as a frame of reference, but which focused upon the specific needs of individual school districts.

After the project schools were selected, the Bureau of Guidance conducted four regional workshops in the Fall of 1965. Thirty-four districts were represented at these workshops which were designed to assist elementary school counselors in initiating their programs. Throughout the year the Bureau of Guidance provided an on-going program of consultation services to these project schools. In the Spring of 1966, project personnel and administrators participated in a conference which was co-sponsored by the Bureau of Child Development and Parent Education and the Bureau of Guidance. The Bureau of Guidance also received valuable assistance from the Bureau of Elementary School Supervision.

The foregoing briefly summarizes the early history of ESGPP. The remainder of the report describes in more detail the project outcomes during the first year.

II. THE PROGRAM IN REVIEW

A. Participating Districts

Appendix A contains a map which illustrates the geographical location of the Elementary School Guidance Pilot Projects during 1965-66. Thirty school districts received approval from the Bureau of Guidance to conduct pilot projects. In addition to those school districts, approval was also granted for programs at two State University of New York, Campus Schools. Three of these districts purchased consultation services from Hofstra University.

The following list of school districts are those which completed a pilot project program during the 1965-66 school year.

Albany
Amsterdam
Bay Shore
Bedford Hills
Brentwood
Canajoharie
Cazenovia
Centereach
Chittenango
Gouverneur
Hamburg
Hempstead
Hilton
Horseheads
Indian River
Jordan Elbridge
Kingston
Lakeland
Lindenhurst
Long Beach
Lynbrook
North Syracuse
Ossining
Oswego (City)
Oswego (Campus School)
Phoenix
Plattsburgh (Campus School)
Rochester
Roosevelt
Syracuse
Wyandanch
Yonkers

Thirty-two percent were city districts, 24% were independent central districts, 19% were indepencent union free districts, 19% were central districts, and 6% were union free districts. The number of schools identified by these five categories appears in Appendix B.

Table 1 describes the enrollment of the districts which participated in the program. Fifty-two percent of the districts had a K-12 enrollment between 1,000-4,999, 23% between 5,000-9,999, 13% between 10,000-14,999, 3% between 15,000-19,999, 3% between 25,000-29,999, and 6% included over 30,000 pupils.

Table 1

Number of Projects According to District Size (K-12 Enrollment)

Enrollment (K-12)	Number of Districts
400-999	2*
1,000-4,999	15
5,000-9,999	7
10,000-14,999	4
15,000-19,999	1
20,000-24,999	0
25,000-29,999	1
30,000 +	2
Total	32

*The enrollment figures for the two campus schools which both fell in this size category, include nursery school through ninth grade.

Appendix C lists NDEA funds which were used by the local districts to conduct their elementary school guidance programs. In most instances the local districts also contributed to the funds expended for elementary school guidance. The NDEA funds were generally used for counselors' salaries and the amount spent by the local districts were usually used for clerical assistance, equipment, and supplies. First year costs may differ from future costs as the program becomes more established.

E. Pupil Population

The pupil population involved in the pilot projects was diverse. Children from a variety of socio-economic, national, and ethnic groups were represented. A total number of 34,592 pupils were served by the elementary school guidance pilot projects. Table 2 lists the number of pupils served, the number of counselors employed, and the counselor-pupil ratio.

Table 2

Number of Pupils Served, Number of Counselors Employed, and Counselor-Pupil Ratio

Type of School District	Number of Pupils	Number of Counselors	Ratio
City*	7,184	9	1:798
Union Free	1,300	2	1:650
Independent Union Free*	11,007	5	1:2,021
Central	5,215	6	1:869
Independent Central	9,886	8	1:1,235
TOTAL	34,592	30	$\bar{X}$ = 1:1,153

*Yonkers and Lynbrook are not included in their respective categories as they conducted inservice education programs and did not employ counselors.

The pupils served by the pilot projects ranged in grade level from kindergarten through sixth grade. The focus of the programs varied as some counselors concentrated their efforts with pupils in grades K-3 while others worked in the intermediate grades. Since the counselor-pupil ratio was high, some pupils were seen only on a referral basis and others in group situations.

C. Counselor Population

A total of thirty counselors participated in the 1965-66 program. Table 3 summarizes their preparation and guidance experience. In general, the counselors had little previous experience in guidance and counseling. Those who did have previous experience received it on the junior and senior high levels as opposed to the elementary level. Therefore, a variety of techniques was used by the Bureau of Guidance to provide inservice assistance for the counselors including, workshops, conferences, and school visitations.

Table 3

Educational Preparation and Guidance Experience of Individuals Employed As Elementary School Guidance Counselors

Degree Held	Bachelors 17%	Masters 63%	Masters + 30 hrs. 20%	
Guidance Certification	* None 12%	5 yr. Provisional 42%	10 yr. Provisional 6%	Perm. 40%
Experience in Guidance	1-2 yrs. 67%	3-4 yrs. 10%	5-6 yrs. 13%	7+ yrs. 10%

*Certification applied for

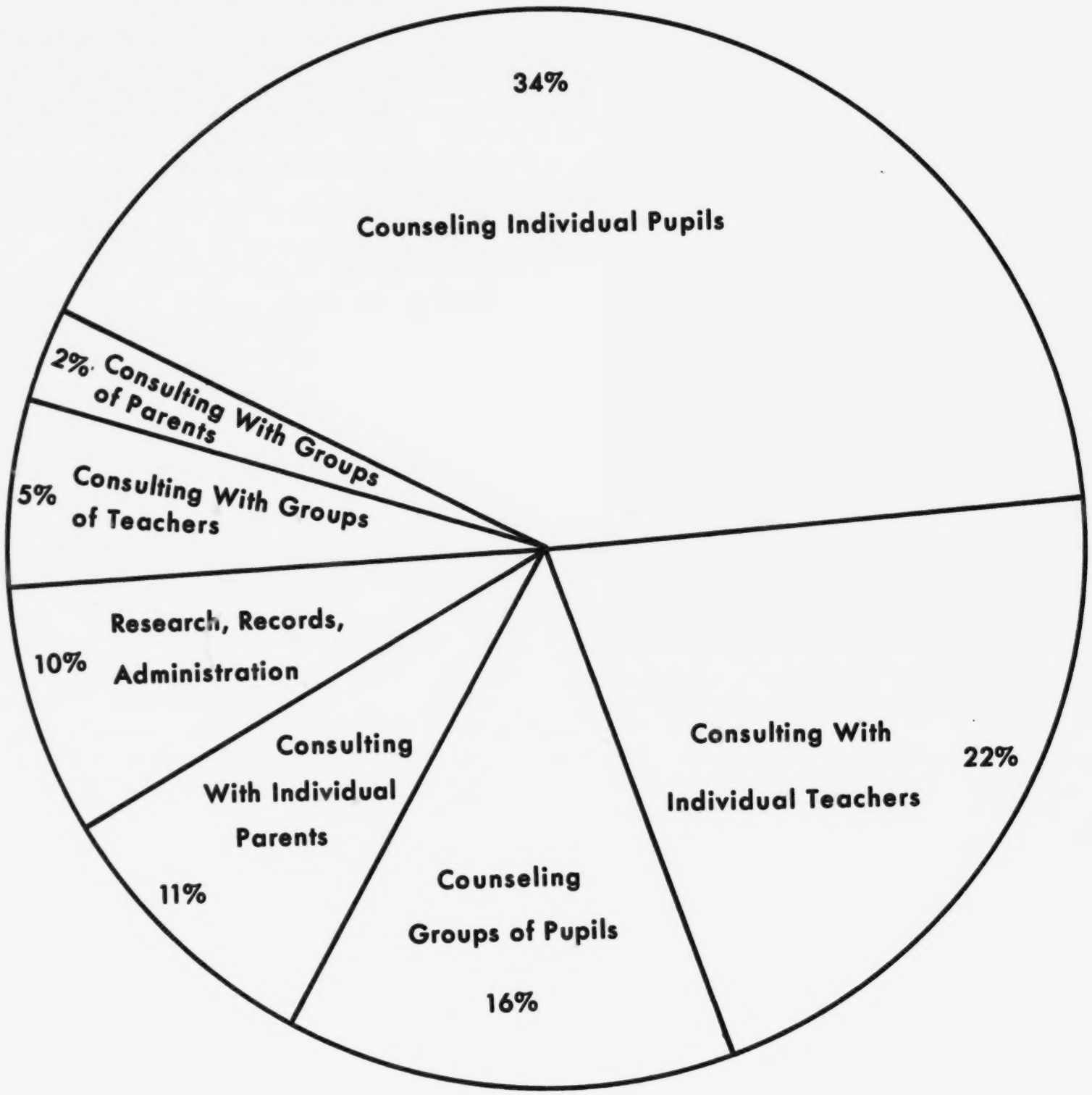
D. Project Content

In this section, the program objectives and activities will be described in order to provide a better understanding of the counselor's role in elementary school guidance. The individual program objectives evolved from the general goals of ESGPP and the activities developed for pupils, parents, and staff attempted to fulfill the stated objectives.

An overview of the role of the counselor is presented in Table 4. The counselors were asked to estimate the amount of time which they spent working with both individual and groups of pupils, teachers, and parents. The counselors reported that the largest segment of their time, 34%, was spent in counseling individual pupils.

TABLE 4.

MEAN PERCENTAGE OF COUNSELORS' TIME SPENT IN THE REPORTED ACTIVITIES



Program Objectives

Although each project developed its own program objectives, a strong element of commonality of objectives appeared throughout the program. The following objectives have been synthesized from the reports and appear in order of decreasing frequency of mention in the reports.

To assist teachers in understanding the needs of individual pupils.

To demonstrate the value of a planned program of guidance at the elementary school level.

To describe the role of an elementary school guidance counselor.

To assist parents in understanding their role in the child's education and to aid in interpreting the school's program to the parents.

To assist pupils in making educational progress and plans commensurate with their abilities, aptitudes, and interests.

To complement the school's efforts in individualizing education.

To establish an effective liaison between the school and community agencies.

To establish a more coordinated testing program.

To develop an orientation program for both pupils and parents to facilitate the transition process.

To evaluate the effectiveness of an elementary school guidance program.

To assist in the coordination of other pupil personnel services.

To implement the over-all objectives of an elementary school guidance program with special reference to serving atypical pupils and disadvantaged pupils.

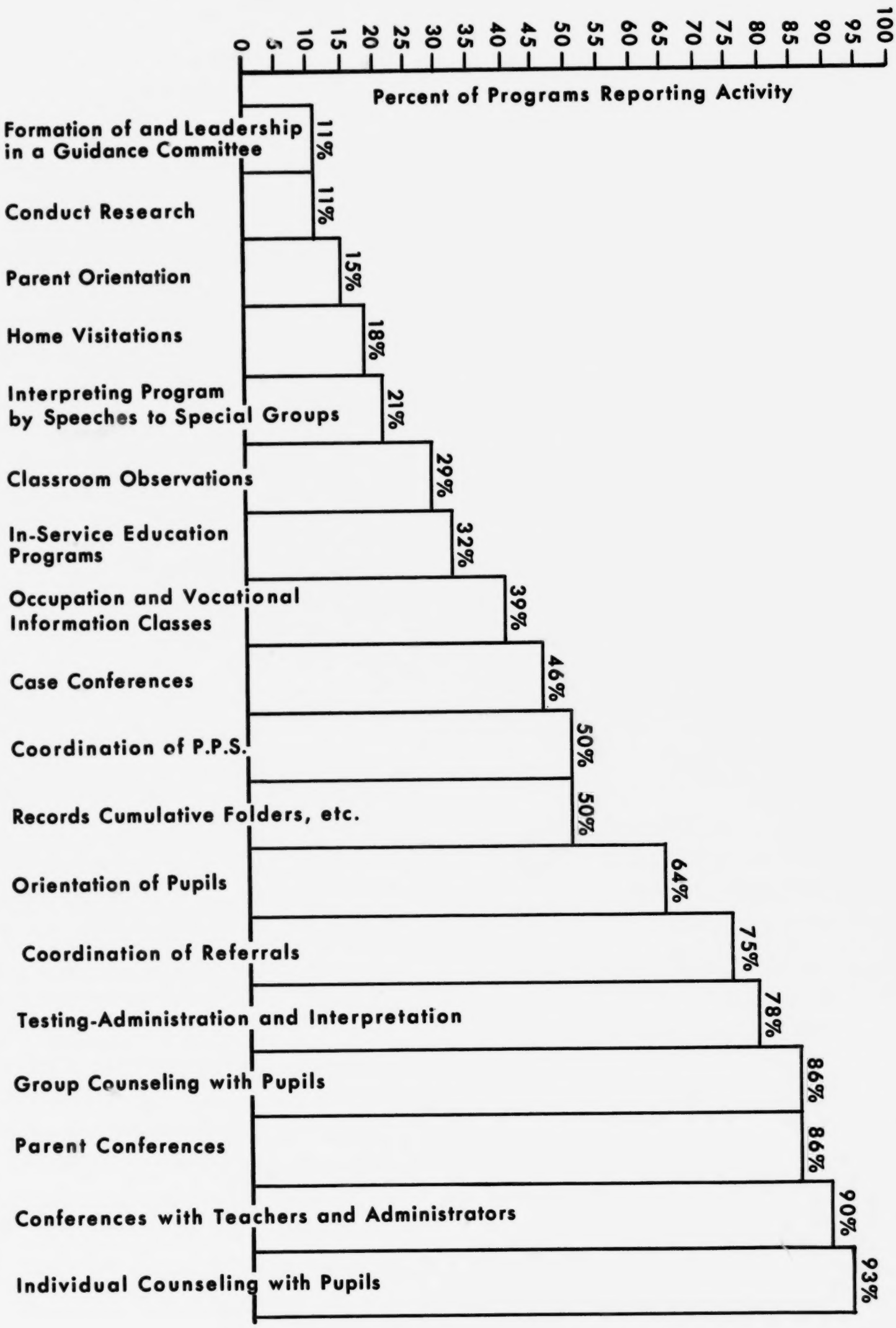
To demonstrate the value of the developmental aspect of elementary school guidance.

To conduct an in-service education program for teachers and administrators.

To develop a variety of resource materials to be used in conjunction with an elementary school guidance program.

In an attempt to achieve the foregoing objectives the counselors developed a variety of activities. The graph in Table 5 illustrates the scope of activities undertaken in the pilot projects, but not the time alloted to these activities. The information gleaned from the reports demonstrated that the most frequently reported activities were those which involved work with individual pupils, teachers, administrators, and parents. The least frequently reported activities were participation by the counselor in research, and serving as a leader in the formation of a guidance committee.

TABLE 5. ACTIVITIES UNDERTAKEN BY COUNSELORS IN THE PILOTS PROJECTS DURING THE 1965—66 SCHOOL YEAR



Activities Developed for Pupils

Activities which were specially developed for pupils by meeting with them both individually and in groups centered around the following areas;

providing guidance and counseling services with an emphasis on social, emotional, and educational development,

providing occupational and educational information to pupils through field trips, speakers, and group guidance classes,

providing test administration, and interpretation of results to pupils,

providing special counseling services for potential dropouts,

providing assistance in the area of developing and improving good study habits,

providing for the development of and teaching of a program on sex education,

providing orientation services to pupils facing new educational experiences.

The counselors frequently mentioned the changes which were necessary in their methods of counseling because of the developmental level of the pupils which they were serving. Hence, there is reference to the use of games, toys and art media, in an attempt to communicate more effectively with the child.

Activities Developed for Parents

The counselors' roles with the parents were structured around the areas of counseling and consulting. The specific activities which were developed for parents were;

providing orientation services,

providing for individual parent conferences,

providing for home visitations,

providing group guidance sessions which fulfilled a variety of purposes, e.g., interpretation of tests, curriculum and school philosophy,

providing parent workshops which dealt with family relations and mental health,

providing special study groups,

providing liaison services between parents and other members of the pupil personnel team,

providing assistance to parents in utilizing community agencies.

Activities Developed for Staff Members

The counselors' roles with the school staff were structured around the areas of counseling, consulting, and coordinating. The specific activities which were developed for the staffs were;

providing inservice education programs which fulfilled a variety of purposes, e.g., test interpretation,

providing for case conferences,

providing consultation services for teachers,

observing pupils in the classroom situation,

coordinating pupil personnel services,

developing a system of cumulative records,

organizing a standardized testing program,

assisting in curriculum development,

assisting in class and group placement of pupils,

developing a reference library of materials related to elementary school guidance,

initiating research regarding the effectiveness of elementary school guidance.

The foregoing is a comprehensive list of the most frequently reported activities which were developed for pupils, parents, teachers, and administrators.

In establishing a variety of activities to serve the pupils' needs, it was necessary to use the services of other members of the pupil personnel team. The elementary school counselors coordinated their efforts with those of other pupil personnel staff members. This proved to be an important function as it provided a more integrated and efficient program. The graph in Table 6

illustrates the range of pupil personnel services which were reported as being available to the pilot projects. In addition to these services supplied by school personnel, the counselors also cooperated with specialists in the community. Referrals to community agencies, were frequently initiated by the counselors and the counselors functioned as liaisons between the community agencies and the schools. The articulation between the schools, homes, and agencies has shown improvement through the coordinated approach.

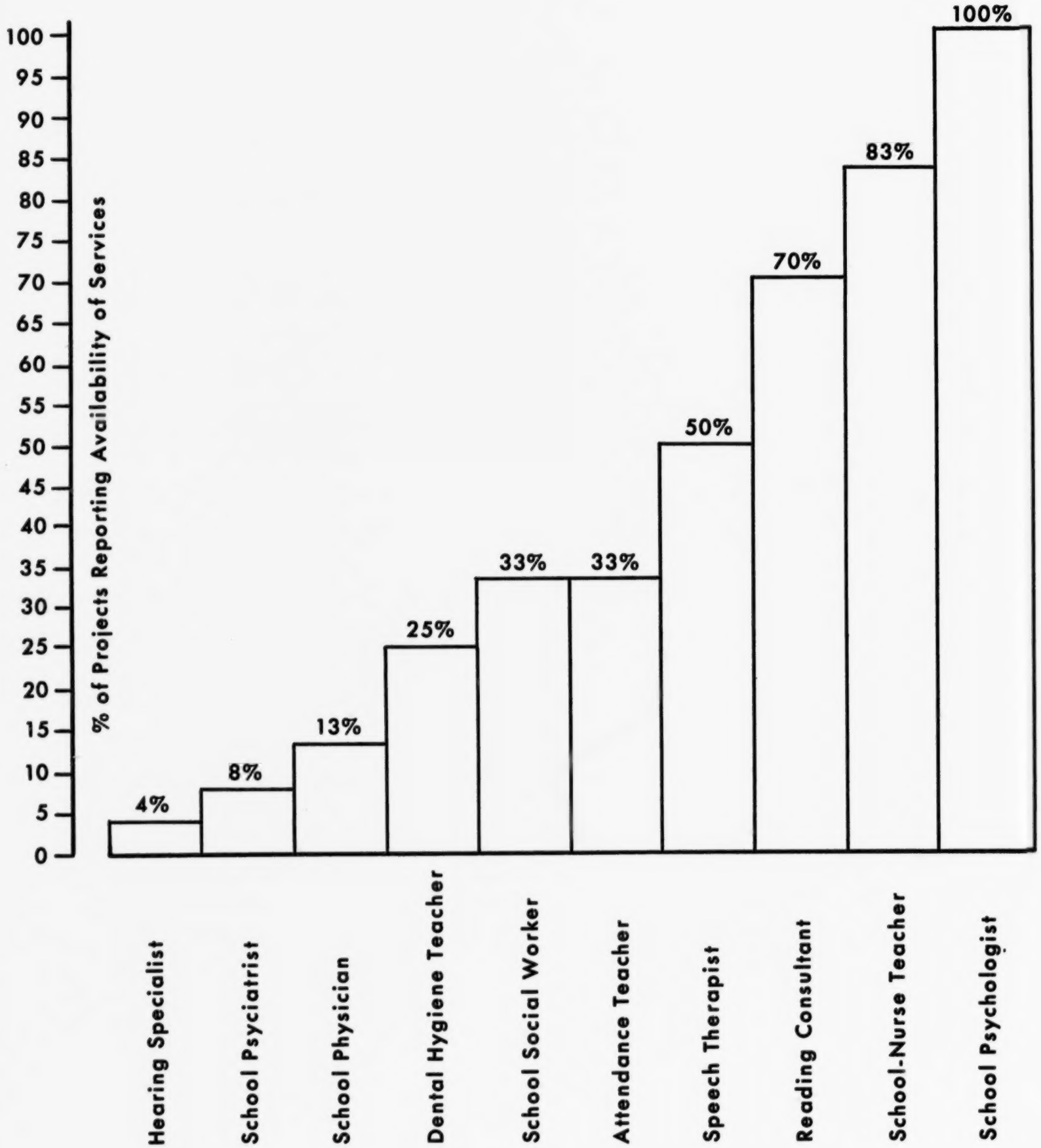


TABLE 6.

PUPIL PERSONNEL SERVICES WHICH WERE REPORTED
AS BEING AVAILABLE TO PILOT PROJECTS

III. CASE STUDIES OF REPRESENTATIVE PILOT PROJECTS

Each participating school was asked to submit its annual report in the form of a case study. A general outline of areas to be included was supplied to pilot projects. This format proved to be effective because it allowed for considerable latitude as the counselors analyzed the outcomes of their programs.

Since a variety of objectives, needs, and interests were met by the pilot projects, four case studies were selected to demonstrate some of the different approaches used. The case studies have been shortened to permit inclusion in this booklet, but are quoted from the reports of local districts.

The four case studies included are:

A) A Program of Inservice Education
B) An Urban Elementary School Guidance Program
C) A Suburban Elementary School Guidance Program
D) A Rural Elementary School Guidance Program

A. A Program of Inservice Education

This school district decided to focus its efforts on creating a climate within the school which would foster understanding of and acceptance for a program of elementary school guidance. Hence, they were concerned with the guidance orientation of teachers and administrators. To achieve this a series of inservice seminars and workshops were held.

"The seminars were organized to provide teachers with an understanding of the 'what' of guidance whereas the workshops were structured to consider the 'how' of guidance. This approach was based upon the precept that the classroom teacher is the key member of the guidance team and is responsible for adapting the learning situation to fit individual needs.

Since all major objectives of the Elementary School Guidance Pilot Project Inservice Education course were achieved, the project can be regarded as most successful.

During the seminars, the elementary school teachers had an opportunity to hear outstanding author-lecturers and college professors of national reputation speak on the 'theoretical' aspects of guidance.

During the workshops, the elementary school teachers had an opportunity to discuss the 'practical' aspects of elementary school guidance with practitioners from the local metropolitan area.

From the viewpoint of guidance implementation in the classroom, it is evident that teachers are attempting to devote many of their efforts to creating a guidance 'climate for learning' that takes into account the multiple needs of boys and girls. In this regard, attention has been given to cognitive learning and affective education.

During the final workshop,it was apparent that teachers were receptive to the need for a guidance counselor in the elementary schools. They also manifested a strong desire to see an elementary counselor function in no more than two elementary schools.

As an extension of the project, a 'guidance committee' is planned which will be responsible for coordinating elementary school guidance policies under the jurisdiction of the Director of Guidance. One of the major functions of this committee will be to revise the cumulative record system.

A secondary objective of the project was achieved by collecting and cataloguing a considerable amount of primary source guidance material. The author-lecturers each submitted a position paper on selected phases of guidance and each lecturer's speech was tape recorded and transcribed. The 'guidance collection' should prove to be an invaluable source of guidance information for our school district.

A staff member was responsible for gathering information, editing the position papers and analyzing the data from guidance opinionnaires which were administered 'before' and 'after' the project.

Another aspect of the Elementary School Guidance Pilot Project included visits to selected universities, school districts, state departments of education, and guidance conferences.

Insofar as the duties of the elementary school guidance counselor are concerned, it would be well to emphasize the preventive aspect of guidance in the early primary grades. The guidance counselor should be employed in grades K-3 and the school psychologist in grades 4-6. It seems advisable to use the counselor in working with teachers and parents. The counselor would also operate as part of a guidance team that would use the competencies of the school social worker, the school nurse teacher, and the school psychologist."

B. An Urban Elementary School Guidance Program

The following case study was written by a counselor who functioned in an elementary school within a large city system. This counselor's efforts were concentrated upon defining the role within the school. She served as a counselor, consultant and coordinator and reports a wide variety of activities related to these three roles. She worked with 540 pupils who were enrolled in kindergarten through sixth grade.

> "This year I have served in the capacity of a full-time school counselor in an elementary school whose population is in the process of transition from a stable lower-to upper-middle class community to one with an increasing number of transient families.
>
> During the first month of school I visited classrooms and talked with the children about my role. Then I began working with children who had been referred for testing.
>
> I spoke to the teachers in a faculty meeting about my role and asked for further suggestions from them and then proceeded to work with them in group meetings. As the staff and I became more familiar with each other, the teachers began to initiate referrals for a variety of reasons including disruptive behavior, daydreaming, shyness and underachievement.
>
> One of the classroom activities in which I participated was assisting a classroom teacher with a unit on "Learning More About Myself." As part of this unit, I administered the Class Play, discussed the results with the boys and girls and showed a related filmstrip. A unit was planned with another teacher who had many children evidencing difficulties developing study habits and chanelling aggressive behavior. The technique of role playing seemed to be effective in working with these children.
>
> Throughout the year I have made contacts with the parents of the children with whom I have been working. These frequently involved a variety of contacts with community agencies and other members of the pupil personnel team.
>
> In an attempt to involve parents in the school's mental health program, parents with children in kindergarten, first, fifth, and sixth grades were invited to group discussion meetings. Both kindergarten and first grade parents also attended a series of discussions on personality development, sibling rivalry, learning difficulties, and discipline.

Since organized activity groups which should be a part of children's experience in the elementary school are not always available to all children, an attempt was made this year to provide some of these children with an opportunity to participate in an after-school activity group. We also felt that we would be able to provide high school students with a chance to gain experience in working with younger children.

My director and I spent some time with the principal thinking through some ways we might help the sixth graders become more aware of the differences between sixth and seventh grade and the meaning of these differences. Later in the year the sixth grade teachers and students visited the high school, but prior to touring the school the high school principal and the guidance counselors spoke to the pupils briefly about the seventh grade program. Former students came back to the elementary school and led discussion groups with the sixth grade students. The majority of these discussions centered around the social life in the high school setting, dress, activities, and academic matters.

Since my position was new and unfamiliar to the staff, it was necessary to work closely with the principal. The principal and I met weekly to discuss the students we have been working with and to plan other programs, e.g., the sixth grade orientation, group meetings with parents. Bimonthly the principal and I met with the school nurse to discuss cases and work out procedures so that we could assist classroom teachers through a more coordinated approach.

On a weekly basis I have met with the four other elementary counselors in the district and our director. These meetings have provided me an opportunity to discuss my concerns with others who were experiencing similar situations.

The foregoing has been an attempt to summarize some of the things I have done this year as an elementary school counselor."

C. A Suburban Elementary School Guidance Program

The following case study illustrates the activities of a counselor who worked in an elementary school which is located in an upper middle class community. This elementary school houses 650 students in kindergarten through sixth grade. The climate was most conducive for establishing a program in elementary school counseling because of strong support from parents, faculty and administrators. In conjunction with the pilot project, a series of guidance workshops were established for the teaching staffs of other elementary schools in the district.

"The factors which influenced the initiation of a pilot project in elementary school guidance were primarily educational. The focus was more than ever upon each individual child; hence, principals, teachers and parents needed a new resource person to assist them in working with elementary school children.

The unique contributions of the counselor have been in the areas of teacher conferences, parent conferences, individual and group counseling sessions with pupils, and referrals to pupil personnel specialists and outside agencies.

We feel that we have assisted teachers in understanding individual youngsters which has also led to a gradual increase in the teachers' confidence in the counselor. The counselor found that acting as a 'sounding board' for teachers resulted in an opportunity to help them to understand their own behavior as well as children's behavior. By meeting with groups of teachers, the counselor helped them to understand the new standardized test materials and individual follow-ups made it possible to do more specific interpretations of the data.

The counselor found that as people began to better understand her function, her role of a coordinator evolved in a natural and easy way. She also found that teachers sought her assistance in helping them prepare for parent conferences. The counselor, parents and teachers have worked to understand children's learning problems and together have tried to remove perceived roadblocks to learning. Through this increased understanding of each child's needs, environmental modifications, both at home and at school, have often been initiated.

Whereas, in the beginning of the year we found ourselves working with those youngsters evidencing problems, as the year progressed we have truly found that we are moving toward the objective of being constructively preventive rather than purely remedial. The counselor, building principal and guidance director have met weekly for discussion and evaluation. Since we planned to move slowly the first year, no special measurements of effectiveness were developed. However, voluntary reactions of the teachers and parents have been most favorable."

D. <u>A Rural Elementary School Guidance Program</u>

The final case study illustrates some unique problems which were encountered by an elementary counselor in a rural setting.

"Our community is mainly rural and it serves a large geographical area. Economically it is somewhat disadvantaged since we have a large number of families whose earnings categorize them as financially deprived.

The community resource agencies are all located in the largest city in our area which is thirty miles away. Hence, the number of referrals which can be made is small which poses certain problems for the school. Our total enrollment for grades K-6 is 1,244 pupils in four elementary schools and two small rural schools.

In our objectives set forth in our proposal for an elementary school project we decided to concentrate on the following:

1. Supervision or administration of our testing program in four elementary schools.

2. Development of these guidance areas;

    a) Building a more adequate system of cumulative records,
    b) Maintaining of anecdotal records,
    c) Developing a closer liaison role between teachers, pupils and counselors.

3. Development of a guidance program for fifth and sixth grades for the purpose of;

    a) Knowing and understanding the home situations of these pupils,

    b) Identifying potential dropouts and academically talented students,

    c) Assisting in orienting the sixth graders to junior high school.

We were able to successfully accomplish the first objective and were able to make considerable progress in the second objective. In achieving the third objective it was noted that home visitations have resulted in more effective communication between home and school and an orientation program has provided for better adjustment of pupils to the junior high school. Time and pupil/counselor ratio prevented the counselor from working effectively with the potential dropout. Our most successful activities involved counseling and consulting with parents, teachers and pupils.

Next year we hope to do more in the area of inservice education for teachers as they have particularly expressed a need for this assistance. We hope to change the focus of the guidance program from one of remediation to one which recognizes a developmental-preventive approach. 1966-67 will see the addition of personnel and facilities which were not available this year, e.g., clerical assistance and files.

This year we instituted some new activities which included interpretation of test results to parents, case conferences, and a monthly newsletter. These activities proved successful and so we expect to continue them during the forthcoming school year. Since there is no formal structure for the organization of pupil personnel services, we had some informal meetings to discuss developing a centralized referral system.

Generally, our program in elementary school guidance was a most successful venture and it has been well accepted by parents, teachers and pupils."

IV. EVALUATION OF THE PILOT PROJECTS

The evaluation of the pilot projects has been derived from the counselors' appraisals of their individual programs and observations made by the Field Services Section of the Bureau of Guidance. The general tenor of the reports is one of optimism and enthusiasm for what has been accomplished during the first year of ESGPP. The projects have been able to demonstrate the need for providing guidance services on the elementary school level. The enthusiastic response to the projects has created a favorable climate for greater extension and expansion of guidance services. The receptiveness and cooperation which the counselors found are some indication of the value of their programs. The pilot projects have reported an increased demand for guidance services from parents, pupils, teachers, and administrators. They have evidenced an eagerness to become involved in the elementary school guidance program and to contribute to it.

Evaluation has not been an easy process and certain schools plan to investigate this area more thoroughly during the forthcoming school year. They seek the development of some refined evaluative measures which can be utilized effectively.

Questionnaires were developed and distributed during the past year to a variety of individuals, e.g., parents, pupils, teachers, and administrators. Although the majority of the schools sought responses from adults, a few schools attempted to survey the pupils' responses to the program. Since their developmental level presents unique problems, several schools are attempting to develop special self-report devices which will allow for a pupil's appraisal of the guidance program.

The ACES-ASCA Preliminary Statement on Elementary School Guidance, was used by some projects to investigate teachers' attitudes towards elementary school guidance programs. One pilot project reported an attitudinal study by the use of a pre test and post test comparison. This project was able to demonstrate a significant favorable shift in teachers' attitudes regarding the value of elementary school guidance services and the role of the elementary school counselor.

Other projects utilized the resources of their guidance committees in the evaluation process. The committee reacted to written statements which were submitted by all professional personnel involved in the program. This approach made it possible to examine the strong and weak points from a variety of viewpoints.

In addition to using formal evaluation instruments, considerable information of a subjective nature was gathered. These informal evaluations have been conveyed to the counselors through contacts with parents, pupils, teachers, and administrators. These individuals generally have expressed substantial satisfaction with the program and strongly support its continuation and expansion. The informal comments correlate highly with the more formal findings which are also available. It is typical to find a dearth of unfavorable comments regarding the program.

Some counselors evidence a concern for coordinating their efforts more closely with the counselors on the junior and senior high school levels. They recognize a need for organizing guidance services on a K-12 basis.

Many programs mentioned that they are trying to establish a developmental focus for their elementary school guidance programs. However, this has been only partially successful due to the high pupil/counselor ratio which has produced a somewhat problem-centered orientation.

The counselors are eager for the Bureau of Guidance to supply them with guidelines for continued program development and additional information on other elementary school guidance programs. They are enthusiastic about their unique role within the elementary school setting. They seek opportunities to share and explore their experiences and findings with other elementary school counselors.

The climate created by the pilot projects is most conducive for the continuation of the pilot projects and appears to point towards considerable program support in the future.

V. SUMMARY

From all indications, the first year of the elementary school guidance pilot projects was successful. The experimental nature of the program allowed for innovation within the general framework of the projects' objectives.

The geographical distribution of the pilot projects served a two-fold function. It provided a role-model for other school districts concerned with developing a guidance program on the elementary school level. Secondly, a wide geographical distribution resulted in a range in the socio-economic levels of pupils, a diversification of school organizational patterns and a variety of philosophies which underlie the programs.

Since the pupil population was diverse, the objectives and activities developed by the counselors to meet their needs varied also. The counselors were able to define and establish a unique role for the elementary school counselor which is not merely a downward extension of the role assumed by secondary school counselors. Their functions seemed to be trisected into activities involving counseling, consulting, and coordinating to serve pupils, parents, teachers and administrators.

Many of the ultimate outcomes of ESGPP cannot be assessed until the program has been established for a longer period of time. However, the first year of the pilot projects resulted in important contributions to the elementary school program and revealed a potential for continued contributions. Elementary school guidance represents an attempt to individualize education for the pupils by implementing many of the theoretical beliefs which underlie education.

VI. EPILOGUE

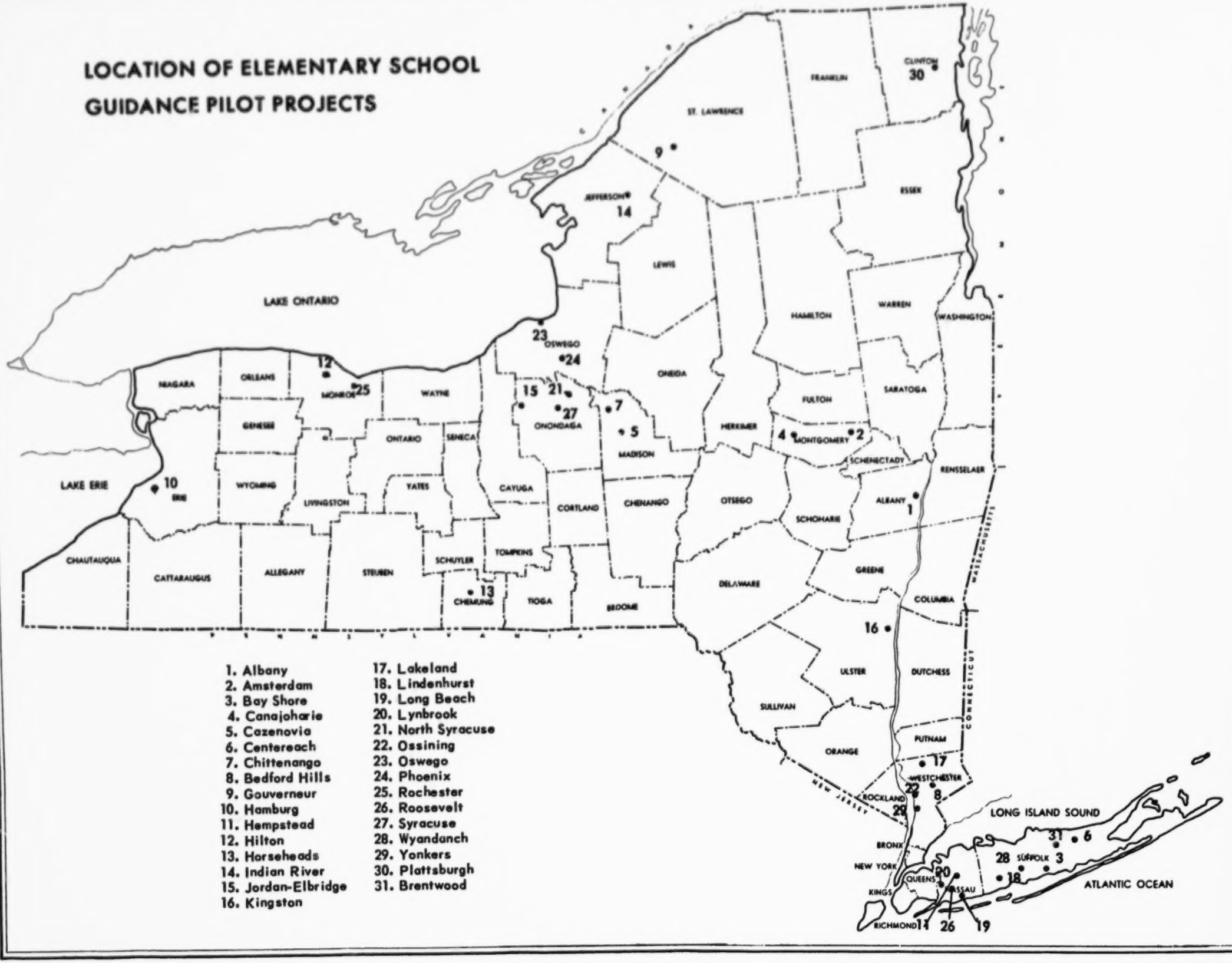
Fall 1966 Follow-up

The thirty-two school districts' studied in this report are now in the second year of their pilot program. In addition, the following schools have received approval to conduct a pilot project in elementary school guidance.

Brockport (Campus School)
Chatham
Cortland (Campus School)
Honeoye Falls
Malone
Oneonta (Campus School)
Wellsville

These projects employ full-time counselors and all schools are working towards achieving a realistic pupil/counselor ratio. The following areas are receiving special consideration in one or more of the project schools: standardized testing; curriculum implications; coordination of pupil personnel service; the team approach; cumulative records; mental health aspects; referrals; home visitations; case conferences; orientation programs; early identification and prevention of achievement and adjustment problems.

LOCATION OF ELEMENTARY SCHOOL GUIDANCE PILOT PROJECTS



1. Albany
2. Amsterdam
3. Bay Shore
4. Canajoharie
5. Cazenovia
6. Centereach
7. Chittenango
8. Bedford Hills
9. Gouverneur
10. Hamburg
11. Hempstead
12. Hilton
13. Horseheads
14. Indian River
15. Jordan-Elbridge
16. Kingston
17. Lakeland
18. Lindenhurst
19. Long Beach
20. Lynbrook
21. North Syracuse
22. Ossining
23. Oswego
24. Phoenix
25. Rochester
26. Roosevelt
27. Syracuse
28. Wyandanch
29. Yonkers
30. Plattsburgh
31. Brentwood

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Appendix B

Types of School Districts Represented in the Elementary School Guidance Pilot Projects

District	Number of Schools
City	10
Union Free	2
Independent Union Free	6
Central	6
Independent Central	8
TOTAL	32

Appendix C

NDEA Funds Spent by Individual School Districts and Allotment of Funds

School District	Amount of Funds Spent For Personnel	Amount of Funds Spent For Travel	Amount of Funds Spent For Materials	Amount of Funds Spent For Equipment	Total Funds Spent
Albany	8,179.91	76.20	401.61	----	8,657.72
Amsterdam	6,500.67	32.60	21.22	----	6,554.49
Bay Shore	5,000.00	----	----	----	5,000.00
Bedford Hills	4,000.00	----	----	----	4,000.00
Brentwood	10,000.00	107.27	6.95	----	10,114.22
Canajoharie	7,750.00	138.06	----	----	7,888.06
Cazenovia	3,649.00	79.20	----	----	3,728.20
Centereach	9,200.00	----	----	----	9,200.00
Chittenango	5,161.50	61.20	10.50	----	5,233.20
Gouverneur	8,140.00	----	----	----	8,140.00
Hamburg	7,002.33	67.50	446.55	----	7,516.38
Hempstead	9,741.11	92.82	----	----	9,833.93
Hilton	8,055.16	----	----	----	8,055.16
Horseheads	7,977.50	----	29.42	445.94	8,452.86
Indian River	7,000.00	----	----	----	7,000.00
Jordan Elbridge	8,229.99	48.33	----	----	8,278.32
Kingston	7,000.00	----	----	----	7,000.00
* Lakeland					
Lindenhurst	8,000.00	46.67	----	----	8,046.67
Long Beach	9,210.00	110.29	----	----	9,320.29
Lynbrook	5,123.80	382.00	318.52	----	5,824.32
North Syracuse	8,125.00	----	----	----	8,125.00
Ossining	4,000.00	----	----	----	4,000.00
* Oswego(campus)					
Oswego (city)	7,140.50	81.37	230.20	----	7,452.07
Phoenix	7,920.00	128.20	49.50	145.00	8,242.70
Plattsburgh	8,949.99	331.76	193.24	----	9,474.99
* Rochester					
Roosevelt	11,830.00	40.60	26.18	72.65	11,969.00
Syracuse	5,977.80	----	111.50	----	6,089.30
Wyandanch	6,373.40	40.00	----	553.48	6,966.88
Yonkers	8,201.96	102.14	182.84	112.00	8,598.94
TOTAL	$213,439.62	$1,966.21	$2,028.23	$1,329.07	$218,762.70
$\bar{X}$=	$7,359.98	$\bar{X}$= $67.80	$\bar{X}$= $69.94	$\bar{X}$= $45.83	$\bar{X}$= $7,543.54

* Claims for reimbursement have not been received from these districts